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ABSTRACT

This annotated bibliography contains 65 entries on outdoor experiential training, including journal articles, conference papers, newspaper and magazine articles, television broadcasts, books, and unpublished manuscripts. Most items are descriptions or evaluations of programs and models of outdoor-based experiential training for personal development. Such programs are designed for corporate employees and managers, graduate students, and adolescents. Objectives include team building, personal growth, development of wilderness skills, leadership training, development of communication and human relations skills, and improved self-esteem and group trust. Several entries address program risks and employer liability and question the value or effectiveness of these programs. Nine entries concern Outward Bound programs. (SV)

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FOR

EXPERIENCED-BASED TRAINING & DEVELOPMENT

AND

OUTDOOR TRAINING

by

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Adams, M. (1989). The woodstock of the meetings world. Successful Meetings, 38(12), 32-37.

Pecos River Learning Center held a program called "Meet You in the Future: Changing the Game in Meetings" for a four day program. The purpose was to breakdown boundaries and test personal limits of courage and creativity. Three days were lecture and discussion and one day was a rope course which provided metaphase dealing with teamwork, personal growth, mutual support and risk-taking. Participants should be open to change and encourage it.

Arthur, E. (1983, July). NOLS: The competency builders. Backpacker, 46-51.

Description of the National Outdoor Leadership School. Good physical shape and a willingness to learn what the school has to teach is required. Personal growth came from real life experiences. Through the program, own will learn wilderness skills and judgement which will help lead others through the wilderness. Competence is the key word.

Baldwin, T.J., Wagner, R.J., Roland, C.C. (1991). Effects of outdoor challenge training on group and individual perceptions. Presented at annual meeting of the Society for Industrial and Organizational Psychology in April at St. Louis, MO.

An evaluation of Outdoor Challenge Training (OCT) on a U.S. Navel Base are presented. Results of the authors research are presented, suggesting that OCT did affect perceptions of group awareness and effectiveness and individual problems solving three months after the OCT. The results of the research also showed no significant change in trust or self-concept.

Bank, J. (1985, June). Outdoor development for managers. Personnel Management, 17 (reviewed by John Kerslake), 57.

This article strongly recommends Bank's book for use by anyone considering outdoor development. The book details a step-by-step description of techniques, risks involved and case studies plus references more information.

Bhogal, M. (1988, August). Out of the office and into the world. Accountancy, 102, 110-11.

A personal account of outdoor training for student chartered accountants. A description of some activities was given along with a very strong recommendation of the program. Great opportunity to gain management skills, share experiences and learn valuable lessons.

Bolt, J.F. (1990, May). How executives learn: The move from glitz to guts. Training and Development Journal, 44, 83-87.

A positive review of the move towards experiential learning programs, and how outdoor training fits the experiential model. Emphasizes the importance of feedback and trainee involvement in the success of these programs.

Broderick, R. (1989). Learning the ropes. Training Magazine, 10, 78-76.

A firsthand account of experiential training at New Mexico's Pecos River Conference Center. A description of five outdoor events, the emotions of the teammates and the closeness that grew during the program. Broderick feels that the effectiveness and attitudes of the program depends on the individual participants.

Chapman, A. & Lumsdon, C.A. (1983). Outdoor development training: A new tool for management. Leadership & Organization & Development Journal, 4(4), 28-31.

Describes a basic model for the structure and possible outcomes for outdoor based training programs.

Chase, C. and Gilbert, J. (1988, June). Ah, wilderness: The professional's challenge. Parks & Recreation, 23, 44-47.

The article makes suggestions that outdoor educators need to spend more time with the participants in the basic outdoor skills so that they can concentrate on the main objective forming ties with others and trust. Another area of concern is the lack of public school efforts in outdoor leisure education.

Chesten, S.A., Caldwell, L.G., Prachazka, L.J., (1988, July). Taking legal risks out of adventure training. Training and Development Journal, 4, 42-46.

Corporations may minimize the risk of adventure training by identifying relevant legal issues, carefully selecting the program and giving attention to safety, aspects of the program activities. This article covers the adventure training benefits, liability concerns, safety, negligence and duty, injury by causation, assumption of risk, insurance benefits and worker's compensation.

Conlen, J. (1988, December). The making (or Brainwashing) of a manager. Successful Meetings, 37(13), 30-36.

The use of wilderness training is being used in corporations to help managers understand behavior, motivations, and aspirations of others. New leadership programs claim to break the barriers that inhibit creativity and leadership. Some feel this is brainwashing employees which has lead to lawsuits against employers who force individuals to attend the programs.

Experiential training: Learning from doing and from having done (1983). Training, 20 81-2.

Experiential learning is defined and discussed. Participation training model is introduced and explained. Although experience is necessary for learning so is content, analysis, generalization, influence, practice and transfer in making experiential learning successful.

Falvy, J. (1988, October 3). Before spending $3 million on leadership, read this. Wall Street Journal, 16.

Author feels strongly that outdoor training programs are not effective and a waste of money. The only way to develop strong leaders is to assign them to work with the best people in the company which will reward you with more leaders.

Fowler, E.M. (1989, November 5). Graduate schools updating training of MBAs. Sunday Bloomington, IN. Herald Times, 2.

There have been some pressure for graduate schools to make courses more relevant to international business (i.e., foreign languages, other cultures) and more leadership oriented. Denver has been using supervised wilderness training to promote teamwork and creative problem solving.

Gahin, F.S. and Chesteen S.A. (1988, July). Executives contemplate the call of the wild. Risk Management, 35, 44-51.

Many companies are sending their top executives to outdoor training programs but these programs are leading to injuries, illnesses and fatalities. Some reasons for these problems are due to the age and health of the executives. The programs could lead to workers compensation liability, employer's liability and public liability. Many considerations should be made before such a program is used for a corporation. A suggestion of how risks can be minimized is discussed.

Galagan, P. (1987). Between two trapezes. Training and Development Journal, 41(3), 40-50.

A step by step personal account of Leadership Experiential Adventure Program (LEAP) at Larry Wilson's Pecos River Ranch. The physical, mental and emotional "stretches" that the program demands in detailed specifically. Finally, there is an explanation of how to take what one has learned on the ranch, home with them for the corporate world.

Gall, A.L. (1987). You can take the manager out of the woods, but....Training and Development Journal, 41(3), 54-59.

Preplanning is one of the keys to making a wilderness training program effective. Upper management needs to be committed to the learning of the program so that it will be facilitated for years to come. Due to the success of the program many companies have developed their "own in-house programs." Concluding the article is a description of how to estimate the cost of a program.

Godfrey, R. (1974). A review of research and evaluation literature on Outward Bound and related educational programs. Denver, CO.: Colorado Outward Bound School.

A review and critique of the existing literature evaluating Outward Bound type programs. The author concludes that many of the studies (12) do not meet "rigorous criteria for validity", the "overwhelming indication of these data is that Outward Bound methods are successfully changing the lives of people who participate in them".

Golembiewski, R.T. (1982) (reviewed by). Experiential learning and change by Gordon A. Walter and Stephen E. Marks. The Academy of Management Review, 641-2.

This is a review and critique of Walter and Mark's work. Overall Golembiewski feels their work was comprehensive of experiential learning but their work needs more "guidance" and more emphasis on individual learning in large and complex systems.

Grazier, P.B. (1988). The key to success. Journal for Quality and Participation, 11(2), 42-43.

Business organizations have begun to teach human relation skills (improving communication skills). Issues that should be taught include: (1) actions that speak louder than words, (2) personal values as influences on behavior, (3) expectations that determine outcomes. Teambuilding Inc. has been highly recommended which has an enlightening effect that translates directly to the team's work which minimizes the frustration following disagreements.

Hendee, J.C. & Brown, M.H. (1988). How wilderness experience programs work for personal growth, therapy and eduction: An explanatory model. Renewable Natural Resources Journal, 6(2), 5-20.

An explanatory model of how wilderness can facilitate personal growth. Four postulates and hypotheses are developed and summarized with application of the model explained.

Hundley, W. (1990, January 6). Overcoming obstacles to trust. Dayton Ohio Daily News.

In Dayton, Ohio, Venture was introduced to troubled teenagers enrolled in the Hospital's Extended Day Program. Now it has been including the public. The article contains many quotes from people who have been through the program.

Krautwurst, T. (1988, March-April). The Tom Brown School. Mother Earth News, 50-56.

A firsthand account of a short course in tracking, nature and wilderness survival. He learned "his place in the world and a heightened awareness of life around him "from the program."

Laabs, J.J. (1991, June). Team training goes outdoors. Personnel Journal, 56-63.

A look at some personal experiences with outdoor training in various companies. Important elements a company should look for in deciding on an outdoor training program.

Liebermann, G. & Ostrow, M. (1989). Mud, sweat and tears: Basic training for executives. Meeting and Conventions, 24, 82-90.

First National Bank and Trust sent their top executives to Utah for outdoor experiences, including: rafting, scaling walls, ropes courses, and much more. This program was oriented to promote teamwork and leadership, not to increase risk-taking. Interviews indicated that the program had a real impact on their work lives.

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Logan, A. and Stuart R. (1987). Action based "Learning": Are activity and experience the same?, Industrial and Commercial Training, 19, 16-20.

"Action managers" tend to be those who are very busy, talkative, dominating, jumping from one activity into another kinds of people. Management developers try to involve them in action-based activities which are usually ineffective. Experience involves experiential concepts as paying attention to one's thoughts, feelings, and behaviors, knowing oneself, being sensitive, realistic, self-defined, and self-responsibility. Experiential training has many approaches and techniques which may assist with experiencing through activity.

Long, J.W. (1984). The wilderness lab. Training and Development Journal, 38 (5), 58-69.

The author's personal experience in an Outward Bound training program in Denver, CO. It examines the effectiveness of wilderness labs in developing management skills both individual and group challenges.

Long, J.W. (1987). The wilderness lab comes of age. Training and Development Journal, 41(3), 30-39.

Provides insights on the design and facilitation challenges of a wilderness lab that may be useful to those planning use of the program.

MacNeil-Lehrer Productions (1989, September 4). Focus-Upward Bound. MacNeil-Lehrer Newshour TV Broadcast. New York: WNET Television.

Questions concerning the effectiveness, cost and invasion of individual's personalities are addressed. Several examples are given for and against upward bound programs.

Malmon, L. (1991). The effectiveness of experience-based training and development methods. Unpublished manuscript.

This paper gives a brief history of experience-based training and development methods (EBTD). A look at studies done by others in the field and the impact the EBTD programs are having on businesses, their advantages and considerations that should be taken into account before selecting an EBTD. The validity of EBTD, and EBTD training transfer are also discussed in detail.

Miller, B.J. & Firestien, R. (1990). Summary of independent study on creative problem solving and outdoor based training. Unpublished manuscript.

A conceptual paper exploring the combining of creative problem solving and outdoor based training. Makes proposals for future research.

Miner, T. (1992). Outdoor experiential development. Unpublished manuscript.

The history, goals, methods, theoretical bases and effectiveness of outdoor experiential development are examined.

Morganthau, T. & Frons, M. (1979, November-December). Risky or reckless? Newsweek, 94, 72.

Several accounts of deaths and injuries due to Outward Bound and wilderness training are discussed. Poor judgement and lack of supervision by the instructors is identified as the cause of the fatalities. Steps to increase safety at the schools are discussed.

Mumford, A. (1985, May). What's new in management development. Personnel Management, 17(5), 30-32.

Action learning, self development, mentors, women managers and the great outdoors are briefly covered in this article about the process of management development.

Neffinger, G.G. (1990). Real learning in unreal circumstances. Managerial Psychology Journal, 5(4), 27-31.

A variety of formats in experience-based training and development (EBTD) programs are looked at. The questions it examines are defining EBTD, how it works, its usefulness, how its structured and the important considerations of implementing an EBTD.

Ostrow, M. (1989). The challenge: Making it safe for everyone. Meetings and Conventions, 24, 90-91.

Preventive measures are given to reduce the risk of a participant being hurt during an outdoor program. Suggestions such as the using the option of "bowing out" when an obstacle is beyond the capabilities of a participant are discussed and recommended.

Petrine, C.M. (1990, May). Over the river and through the woods. Training and Development Journal, 44, 25-36.

Describes the key features of several commonly used outdoor programs. Summarizes with five tips for the organization considering using these types training programs.

Rein, R.K. (1983). Braving the wilds to survive in the office. Money, 12(7), 75-80.

An introduction to NOLS and Outward Bound programs. The advantages and disadvantages of each are discussed.

Rice, B. (1979). Going to the mountains. Psychology Today, 13(7), 65-81.

A personal account of a nine day Outward Bound course, which was designed to promote increased self-awareness and improved leadership skills. A thorough explanation of the entire process is given by the author. The author feels that this program is an excellent opportunity for "personal renewal, a chance to challenge and test oneself, and thereby discover hidden potential".

Robertson, D. (1987, April). Down on the farm. Camping Magazine, 59, 24-28.

An extensive farm program that enriches traditional goals and helps to define new goals, and helps people to come to grips with important issues of the modern world. The goals of the program are: appreciation of history, dependence on the earth, experiential education, basic biological principles and the workers of life, work values and responsibility, and food and nutritional concerns.

Sass, L.J. (1989, December). Tales from the Burma Bridge. Health, 21, 40-42.

First hand account of an outdoor challenge program at Snowbird Ski and Summer Resort. The goal of the program was to nurture self-confidence, while developing both teamwork and leadership skills. All participants encountered a variety of physical challenges including hikes and crossing a one-rope bridge. A very challenging program that has lead to improvements job behaviors.

Schrank, R. (1977, May-June). Two women, three men on a raft. Harvard Business Review, 55, 101-108.

First hand account of a survival training program sponsored by Outward Bound at Rogue River, Oregon. Contains a description of the programs and the adventures encountered on the week long program.

Scott, A. (1988, August). Outward appearances. Accounting, 102, 109-110.

More organizations each day are spending money on outdoor training programs. Four factors are used so that learning will be powerful: (1) the immediacy of course and effect and feedback, (2) the novelty of the environment and the tasks selected, and (3) the freedom to experiment and take risks. Emphasis is placed on identifying the process and interactions that helped the team and those that hindered the causes of such behaviors and their results. The biggest difficulty is for participants to apply learned skills to their own jobs.

Seligson, T. (1989, October 8). To survive, we must trust. Parade Magazine, 10-11.

A City Outward Bound program brings together black teenagers and white adults in an unusual weekend where they learn more about each other's world and how to survive in it.

Shore, A. (1977). Outward Bound: A reference volume. Greenwich, CT.: Outward Bound Inc.

A major review and summary of the research conducted on the outward bound program up to 1977. Shore reviews and summarizes over 50 studies which have looked at a variety of issues involved in outward bound training, and also summarizes much of the theoretical literature up in the field. He concludes that, in general, not much is known about the outward program due to the overall lack of research control and proper statistical analysis

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Sims, R.R. (1983). Kolb's experiential learning theory: A framework for assessing person-job interaction. The Academy of Management Review, 7, 501-8.

"This paper presents Kolb's experiential learning theory as a framework for measuring the person and the job in the same language. In addition, it suggests other valuable uses of Kolb's theory, such as increasing understanding of person-job match or mismatch, identifying pivotal vs. peripheral skills in jobs, and determining whether mismatch (over or underqualified) person-job relationships result in different levels of performance or satisfaction."

Sims, R.R. Vereo, J.G. Heninger, S.M. (1989, September). Training for competence. Public Personnel Management, 18, 101-7.

Kolb Experiential Learning model is described in detail. Several tasks are suggested to "revamp training programs." It is believed that trainers should specialize and learn processes applied for successful competency-based training.

Skrzycki, C. (1989, February 26). Shaking up old ways of training managers. Washington Post.

Many American companies are sending their employees through outdoor training programs for various reasons. Some of the costs and benefits of these programs are discussed.

Smith, M.L., Gabriel, R., Schott, J., Padia, W.L. (1975). Evaluation of the effects of Outward Bound. Boulder, CO.: Bureau of Educational Field Services, University of Colorado.

A two-part research report. Part one is a quasi-experimental, time series design to evaluate the effects of Outward Bound training on four variables (self-esteem, self-awareness, self-assertion & acceptance of others). Results found that self-assertion did increase for all three groups in the study, self-esteem increased for two of the three groups, and no significant differences were found for self-assertion or for acceptance of others. Part two was a participant observation of an Outward Bound course. The observers (2) found the course to be beneficial.

Stoltz, P.G. (1989). Developing communication skills through outdoor experiential leadership training: A quantitative and qualitative analysis. Unpublished manuscript.

An empirical study evaluating two outdoor training programs. The results did not support the contentions of the program developers with regards to changes within the individual trainees. The length of the program did appear to be correlated with results.

Sugarman, L. (1987, October). Experiential learning: Experience as the source of learning and development. (Book review) by Kolb, David A.

The book summarizes the descriptive accounts to support the articles written in the 1970s. Kolb elaborates the philosophy, psychology, and physiology of his theory. The book is written in three parts: history of the concept of learning from experience; addition to the learning process; and exploration of learning and personal development.

Symonds, W.C. (1986, March 3). A school of hard rocks. Business Week, 128-30.

Personal account of executives sleeping on top of a steep mountain, then repelling down in the morning followed by 2 mile hikes in the desert with a 40 lb. pack which ended with rock climbing. The program developed team spirit and unity. This program was Outward Bound but the article ended with descriptions of several wilderness training programs.

The lessons of experience: How successful executives develop on the job. (1989). A book review in Training, 26, May, 89-90.

The book was written by Morgan W. McCall, Michael Lombardo, and Ann Morrison. Experiential learning was due to three crucial learning experiences: assignments, hardships, and bosses. Formal training was not mentioned as the best way to learn. Specific experiences were what lead executives to learn lessons.

Thompson, B. (1989, February). A summer unlike any other. Camping Magazine, 61, 60.

A first-hand account of the National Outdoor Leadership School (NOLS) in Wyoming. All of the participants were outdoor educators thrown into stressful situations due to the quirks of nature, and their own personalities. Growth came about due to the power of the wilderness, and interaction of the group, and changes within each individual. Definitely recommended by the author.

Thompson, B.L. (1991, May). Training in the great outdoors. Training, 46-52.

Discusses outdoor experiential training and its values. Results from various studies are introduced. Questions such as education versus entertainment, and safety issues are addressed.

Verlander, E.G. (1988). Executive transformation programs. Training and Development Journal, 42(12), 32-35.

The article discuss new ways to "transform" executives. Research was done to establish what an executive training program should include, and what practices should be established. Finally, the article discusses the five stages in a program: pre-program diagnosis, emergent design, delivery strategies, re-entry and transfer, and post-program integration.

Wagel, W.H. (1986). An unorthodox approach to leadership development. Personnel, 63(7), 4-6.

Federal Express Corp. developed leadership skills successfully with a "wilderness experience." The outdoor retreat was used to help people make quick decisions in a stressful environment. The program emphasizes four leadership qualities: (1) learn from feedback, (2) understand one-self, (3) understand others, (4) calculate and take risks. Participation is optional but has been very successful for the company.

Wagner, R.J., Chase, D., Dutkiewicz, J. Roland, C.C. (1991). Evaluating outdoor-based experiential eduction: New directions for the 1990's. Presented at 1991 Association for Experiential Education International Conference on October 24-27 in Lake Junaluska.

Three studies of outdoor training programs are discussed. The results of research conducted on the effect of a three day training program are presented. Thirteen standards of measure were used as well as a control versus a participant group.

Wagner, R.J., Fahey, D. (1992). An empirical evaluation of a corporate outdoor-based training program. Presented to the Midwest Region of the Academy of Management on April 22-25 at St. Charles, IL.

The findings from research that was conducted to evaluate the impact of an outdoor based experiential training program on both group and individual behaviors. The study focused on an organization that manufactures products for the electrical industry.

Wagner, R.J., Roland, C.C. (1992). Facilitators: One key factor in a successful outdoor-based training program. Presented to the Coalition for Eduction in the Outdoors Research Symposium on January 17-19 in Bradford Woods, IN.

Focusing on the skill level of the facilitator as one of the main ingredients in a successful outdoor based experiential training program. Research shows that a facilitator needs to possess both "hard" skills (activity rules, safety guidelines) and "soft" skills (group process, human behavior) to be an effective facilitator.Wagner, R.J.,

Wagner, R.J. & Roland, C.C. (1992). Outdoor-based training: Research findings and recommendations to trainers. Currently in press by the Training and Development Journal.

A comprehensive review of research findings on Outdoor-Based Experiential Training (OBET) program conducted by the authors. A summary of the effectiveness of OBET, initial findings about the process of OBET and suggestions to trainers about how to effectively integrate OBET into their organization's training effort.

Wagner, R.J., Roland, C.C., Baldwin, T.T. (1991, March). Outdoor training: Revolution or fad? Training and Development Journal, 51-56.

Discusses the controversy of outdoor training programs whether they are a learning experiences or just games. A brief description of two types of training, what they are like and the debriefing process. An overview of research results are also presented. The authors feel outdoor training will develop into an effective human resource development strategy.

Watkins, T.J. (1988, July-August). NOLS, the national outdoor leadership school. Mother Earth News, 82-88.

A firsthand account of a two week backpacking expedition in Wyoming Wind River Range that emphasizes self-conservation. Several lessons were learned such as learning to understand and "read" people, trust and working in a group.

Whitney, D.L. (1984, August). A model for experiential learning. The Cornell Hotel and Restaurant Administration Quarterly, 25, 52-3.

An explanation of the Kolb model and discussion of its application in the curriculum of Washington State University's Seattle Center for Hotel and Restaurant Administration course that linked experiential learning with prior coursework.

Wilson, L. (1987, March). Come to the ranch and play the game. Training and Development Journal, 41(3), 49-50.

Larry Wilson talks about his Pecos River ranching and learning center. He refers to how, and why people change, the forces influencing people, and how the program is created to teach participants to take what they have learned home with them. He also discusses the benefits of one particular program: the outdoor leadership exercises program, which is designed to instill confidence in executives in order to make them less fearful of change, and more willing to take risks on the job.